

Utah CGP-Guidance Activities Resu Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Box Elder High School

District Box Elder

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Beverly Biggs Dave Smith Martha Vick Annette Whitaker	Seniors English 12 AP English Concurrent Enrollment Classes.	Senior Exit/ Post High School Curriculum. Senior Survival Kit Brochure Senior Exit Quiz Handout Admissions Index Charts Student Transcripts	1st Tri: 6/16-20 2nd Tri: 12/6-10	361	Pre-Test 10 questions AP Engl Ave. 6.52 English 12A 2.95 Concurrent 5.44	Post-Test 10 questions AP Engl Ave. 8.375 English 12A 6.08 Concurrent 8.13 AP Engl + 18% English 12A + 31% Concurrent + 26.9%	SeniorExit/ PH School Curriculum had a significant positive impact on students' knowledge of PS Info and resources. The largest impact occurred with regular English 12 students - the 'middle to low' achievement group of students.


Principal's Signature

June 12, 2005
Date

August 26, 2005
Date of Staff Presentation

Annette Whitaker
Prepared By

**Include actual numbers and attach data, examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Dale Young Community High District Box Elder School District

Target Group:(whole school, entire class) All Students

Target Group selection is based upon the following data/information/school improvement goals: Credit Evaluations

We wanted to include monthly visits with all students especially those who don't always ask for help

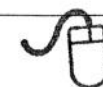
Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
To help at risk students earn credit	Help students improve academic self concept and achieve school success.	Counseling department will request progress reports on each student from teachers. 2 nd Monday – Sophomores 3 rd Monday – Juniors 4 th Monday – Senior Counselor will call in each student and discuss their progress.	Margo Miles-counselor, will meet with each student once a month. Cindy Fannesbeck-clerk, will request progress reports from teachers and assemble. Teachers will fill progress reports out each Friday for Monday meetings.	Student Survey	Sep. 2004-June 2005	All students we have worked with.


Principal's Signature

1 June 2005
Date

June 2-2005
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Margo Miles
Prepared By



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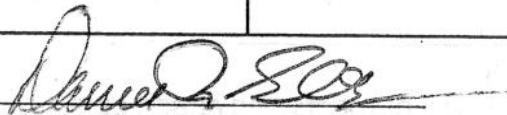
School Box Elder High School District Box Elder

Target Group:(whole school, entire class) Senior Students (AP English Students, Concurrent Enrollment Students, and English 12.

Target Group selection is based upon the following data/information/school improvement goals: Box Elder High School-School

Improvement Plan Vision Statement, Effective Instruction #5 and #9.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Seniors will demonstrate a basic knowledge of Post High School information and resources.	Academic/Learning Development AL:C1 AL:C2	Senior Exit/Post High School Curriculum. Presentation and classroom activity during English 12 AP English, and Concurrent Enrollment English classes.	BEHS Senior Survival Kit Brochure developed by the BEHS Counseling staff. Admissions Index Charts Student Transcripts Senior Exit Quiz Handouts Candy (reinforcers)	Pre-test/Post-Test.	1st Trimester: Sept. 26-20, 2005 2nd Trimester: Dec. 6-10, 2005	400


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Monthly Progress Report Survey

1. Do you find the monthly progress report helpful to you?

70% Yes

30% No

86% of those who answered yes to question number one expressed the reason they like the progress reports were because it gave them an opportunity to see how they were progressing in each class.

The remaining 14% liked them because it gave them an opportunity to visit with Margo.

2. Would you like us to continue doing monthly progress reports?

73% Yes

27% No

75% of those students who answered no to question number two did not give a reason as to why they disliked the progress reports.

The remaining 25% did not like them because they did not like hearing they weren't doing very well.

Comments or suggestions:

This gave the students an opportunity to express their opinions and only 13% gave comments or suggestions.

Monthly Progress Report Survey

1. Do you find the monthly progress report helpful to you?

☐ Yes

☐ No

2. Would you like us to continue doing monthly progress reports?

☐ Yes

☐ No

3. What do you like about the progress reports?

What do you dislike about the progress reports?

Comments or Suggestions:

Utah CGP-Closing the Gap Act Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

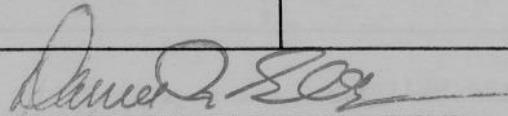
School Box Elder High School

District Box Elder School District

Target Group: Students requesting schedule changes. Random sampling of 50-60 students grades 10-12.

Target Group selection is based on the following data/information/school improvement goal: Schedule changes are a major part
of counseling time and task analysis. Three and one-half counselors spend 9 weeks on schedule changes. We
need to study the actual impact on student achievement and attendance of schedule changes.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Improve student attendance and GPA.	Academic/Learning Development AL:A AL:B AL:C	Conference with counselor to provide students and parents with their requested schedule change. Review SEOP goals in relation to the requested class change.	Not applicable. Current training and facilities are appropriate. We will devote a three-week time period to make 3rd trimester schedule changes.	Comparison of GPA and attendance records before and after the schedule adjustment. (2nd tri and 3rd tri)	Feb. 16, 2005 to March 11, 2005	Random sample of approx. 60 students.



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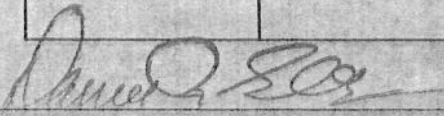
Utah CGP- Closing the Gap Reports Report (Small Group) 2004-2005*

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District Box Elder

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Beverly Biggs Martha Vick Annette Whitaker	60 randomly selected students, grades 10-12, requesting schedule adjustments.	4-year plan Credit Evaluation	2/16/05 to 3/11/05	57	Averages: GPA 2.77 Total Absences 25.44	After Schedule Adjustments: Averages: GPA 2.81 (+.036) Attendance: 30.12 (negative impact 4.68 absences)	Student and parent request schedule changes have no significant impact on student achievement and attendance. As a school, we should evaluate our investment in time and cost for this service and find more effective methods to meet this student and parent request.


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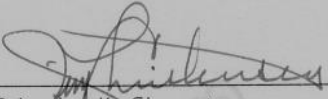
School Dale Young Community High District Box Elder School District

Target Group Smoking Students – About 50% of our student body

Target Group selection is based on the following data/information/school improvement goal: Those students wanting to stop smoking

Student Needs Assessment/Student Requests

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or: Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? E.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Have student(s) quit smoking entirely or a 50% decrease in smoking.	DRSL: Have student(s) stop smoking	Small group pull out	Training from American Lund Association (NOT Program)	Student work booklets and student survey at beginning and end of each ten week course.	Fall session 1 class for girls 1 class for boys Winter session 1 class for girls 1 class for boys *Will try to hold a class each trimester for school year 2005/2006.	15-20 each group *Students voluntarily sign up. Due to attendance and other issues not all students complete the class.


Principal's Signature

7 JUNE 2005
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JUNE 2 2005
Date of Staff Presentation

Margo Mills
Prepared By

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American Lung Association of Utah N-O-T Evaluation Results for 2003-2004

TOTAL STUDENTS – 61

65% Female

35% Male

Average smoking length – 3 ¼ years

Average starting age – 12 years old

Average number of times tried quitting – 3

81% tried quitting on their own

QUIT RATE – 54%

Average number of days since last cigarette – 21 days

REDUCTION RATE

Weekends (Rural only) – average of 10.31 cigarettes

Weekdays (Whole state) – average of 8.41 cigarettes

5/04

This past year I have been participating in the NOT program. It has been a wonderful experience for me. I have greatly enjoyed this class. When I first started this class I was smoking almost a pack a day at the age of fifteen. I started smoking when I was in sixth grade and now I am in tenth. Taking this class has really made me think about smoking and how it would affect me in the future. I have really cut back on my smoking habit. I no longer have an urge to light up and smoke. I am so proud to say that I am no longer a smoker and I really enjoy it. I can do things that I haven't been able to do since I was little. I have really gained some energy back from quitting. The stench of smoke is not always around me. It is so wonderful that they have made this a school activity, for those teens who have trouble quitting. It is just like coming to school and learning in one of your normal classes. This has been a wonderful experience for me. I would recommend this class for any teen who wants to or who is willing to give up smoking for a better life. I promise you this will benefit you in many ways.

5/04

The N.O.T program is a good way to help teens quit smoking. It's an school activity so you don't have to go to some dumb class outside of school. It will help you understand the health reasons for not smoking and why its just a dumb thing to do. You will have a better reputation for not smoking and you will have more friends besides your smoking buddies. The class is realty fun to take. The kids that are in your class will help support you and so will the teacher. In 2 weeks time me and some of the kids have cut down a lot. You will have a quitting date, that will be a party but the class will still go on to help you not start back up. It is basically like just coming to school. After cutting down the smell of smoke is not always around me. This class has been really fun and it helped me quit.

American Lung Association of Utah N-O-T Evaluation Results for 2003-2004

For the third consecutive year, the American Lung Association of Utah (ALAU) implemented its Not-On-Tobacco (NOT) teen smoking cessation program. Developed in 1997, NOT is a curriculum-based intervention involving 10 regular sessions and four booster sessions. It focuses on overall health and improving life management skills and is gender appropriate, designed specifically for teenagers, delivered through small private groups and incorporates multiple strategies. It addresses both quitting and reducing smoking.

Baseline data for the NOT program were collected from October 2003 through March 2004 among students ages 14-18. ALAU organized data collection by three categories: 1) **Bear River** (Box Elder High); 2) **Rural Utah** (Hurricane High, North Sanpete High, North Sevier High, Piute High, Richfield High, and South Sevier High); and 3) **ALAU Funded** (Washington High in Ogden). Post test evaluations were implemented immediately following program completion. The majority of participants were from rural Utah (80%) and much of what can be inferred from the total sample is based on the participation of these six high schools.

A total of 61 students participated in the NOT program while 51 completed both the pretest and posttest. All data reported hereafter refer to the 51 participants who completed the program. Sixty-five percent were female and 35% were male (Table 1). Because this gender discrepancy in smoking does not appear to exist in the state, the ALAU should consider recruiting more male smokers into the NOT program. Participants were spread fairly evenly across grades with the highest percentage in eleventh grade (34%). The vast majority of participants were White (82%) followed by Hispanic (14%) and "other" (4%).

Participants reported that they had been smoking for an average of 47.6 months (3 $\frac{3}{4}$ years). The average starting age was 12 years of age. Nearly all (98%) had a close friend who also smokes, while 76% reported that their parent(s) smokes. In addition, 63% reported that a sibling smokes. Prior to starting NOT, 83.6% believed either "somewhat" or "very much" that they could quit smoking. Forty-nine percent reported that they were currently trying to quit. Twenty percent believed that they needed to quit some day; 78% had tried quitting in the past. The average number of times participants had tried quitting was three. Most participants (81%) had tried to quit on their own.

Data displayed in Table 2 describe reasons for smoking. Participants clearly report that their smoking is related most often to emotional states. For example, when combining the responses "often" and "always," the three most common reasons for smoking, in order, were: 1) feeling angry; 2) feeling upset; and 3) feeling "down" or worried. When analyzing these data by gender, the only statistically significant difference was smoking related to "feeling down or worried," with this reason being more common among females. These data should influence the ALAU to pay particular attention to emotional triggers and how to address them in both the regular and booster sessions.

Table 3 displays quit rates by site. Data are quite encouraging and suggest that the NOT program is effective in helping teenagers quit smoking. Of particular note is the finding that, across all study sites, 54% of participants had quit smoking. A key factor related to this outcome, is the length or duration of time participants had quit smoking before taking the posttest. For example, if, on average, participants had only been smoke-free for a few days, the overall quit rate would be problematic. However, because the median number of days

since the last cigarettes was 21 days for the entire sample, the quit rate is somewhat more reliable. These data however, will be confirmed at three and six-month posttests. The quit rate from sites in rural Utah was even more impressive at 58% with a median of 24 days since the last cigarette. Only two individuals from Bear River completed the program, and neither quit smoking. While 50% of participants quit smoking from the ALAU-funded school, the sample size was comparatively small.

In addition to quit rates, the ALAU is interested in reduction rates. Of those participants who reported that they were still smoking, 100% had reduced the number of cigarettes they smoked on a week-day (mean reduction = 6.27). Similarly, 95% (21/22) reported reducing the number of cigarettes they smoked on a weekend-day (mean reduction = 10.32). Table 4 presents data on changes in the mean number of cigarettes smoked on weekdays and weekends by site. Two changes from pretest to posttest are statistically significant as measured by paired samples t-tests: 1) changes in cigarettes smoked on weekends in rural Utah (average of 17.90 cigarettes at pretest to 7.59 at posttest); and 2) changes in cigarettes smoked on weekends across all sites (attributed primarily to the change in rural Utah). Because participants reported smoking more cigarettes on weekends, this outcome is not surprising. Still, the NOT program successfully reduced the number of cigarettes smoked on high volume days. In addition, the average number of cigarettes smoked during weekdays decreased from 13.46 to 5.05 within the total sample.

Tables 5-7 report changes in beliefs and attitudes from pretest to posttest. Based on Wilcoxon signed-rank tests, six significant changes occurred in the total sample (see Table 5). These include a change in the perception that one does not have to smoke for a long time before health consequences are experienced; that smoking does not help to calm people; that a person's body begins to heal quickly after one stops smoking; that smoking is not an effective way to manage weight; that having fun is not associated with smoking; and that, in reality, most teenagers do not smoke. This last outcome is particularly important as it pertains to norm research. When people come to understand that the "norm" is that the vast majority of a given population is not engaged in risk behavior, they are more likely to disengage in the risk behavior themselves or not experiment with or begin the risk behavior initially.

Only one item that was statistically significant for the total sample was not significant in rural Utah ("A person's body begins to heal quickly after quitting smoking."). However, it was marginally statistically insignificant ($-1.951, p=.051$). Practically speaking, it was significant. In addition, participants in rural Utah came to believe that parties are not better when there is smoking ($-2.613, p<.05$). One additional item ("smoking is an effective way of dealing with stress") was marginally statistically insignificant in rural Utah ($-1.942, p=.052$) (see Table 6 for results from rural Utah). Only two items were significantly different from pretest to posttest in the ALAU-funded area: the belief that a person's body does begin to heal quickly after one stops smoking; and the belief that in fact, most teenagers who smoke cigarettes cannot stop smoking whenever they want. Due to the small sample size ($N=2$) results for "What I Believe" are not reported for Bear River. Tables 5-7 suggest that within the total sample (particularly within the rural Utah sites), the NOT program significantly altered myths and other counterproductive beliefs regarding teen smoking.

At the end of session 10, participants were asked for feedback on the NOT program. Questions asked about the program content, program format, and program facilitator (see Tables 8-10). The most common and effective way that students heard about the program was from teachers and friends. As far as program format, 58% of participants said that

separate male and female groups were not at all important; 34% reported that they were somewhat or moderately important. The length of the classes was about right for most respondents (65%); while 28% said they were too short. It is not recommended that the ALAU adjust the length or format of the NOT program.

After completing the NOT program, 72% of participants said they were confident that they could continue to smoke less or to be a non-smoker. Of those who had quit smoking, nearly all believed that they would plan to be smoke free for the next week, month, year, and for life. However, there were 13% of participants who said that "maybe" they were planning on being smoke free for life. From the open-ended questions about interest in additional help or booster sessions, only five participants said that needed more help to keep from smoking. However, twenty-three participants said they would be interested in attending more booster sessions.

The NOT activities that students felt were most helpful were: progressive muscle relaxation (67.4%), deep-breathing (60%), and participant/facilitator commitment contracts. The least helpful NOT activities were journaling and pack-tracks. Participants felt that the NOT program helped them in other areas of their life, including exercising and feeling better about one's self (73% each), and dealing with stress (71%).

Most participants felt that all the NOT topics were at least "somewhat" helpful. The NOT activities that participants considered "extremely helpful" were getting support (57.1%) and stress management (50.0%). Those activities that participants felt were either "very helpful" or "extremely helpful" were dealing with cravings (82%), getting support (82%) and dealing with pressure from family and friends (79.6%).

The facilitator characteristics that were most important related primarily to the facilitators character or integrity. Those qualities that were considered "very important" or "extremely important" were if the facilitator: was prepared (85.7%), was trustworthy (84%), kept group information confidential (82%) and that he/she cared about the students (82%). Interestingly, only half of students felt that having a facilitator who was an ex-smoker was "very important" or "extremely important."

The NOT program appears to be effective at helping participants quit smoking. The facilitator was a key factor in this success. When selecting NOT facilitators the ALAU should consider individuals who have a good reputation and possess the positive character qualities participants identified as important.

It appears that the most helpful topics and activities related to stress management and dealing with pressure. The ALAU should consider emphasizing more time on activities related to these and less on journaling and pack-tracks. Less than half of participants wanted or needed booster sessions. Due to the fact that most said they did not need additional help quitting, interest in booster sessions may be related to the fact that it can provide social support. However, before implementing booster sessions, further research should be completed to determine the most effective and efficient method for providing such sessions.

R&B Research and Consulting finds that, at posttest, the NOT program has positively impacted quit rates particularly in rural Utah, and that it has also significantly reduced the number of cigarettes smoked on weekends, mainly in rural Utah. The NOT program has also significantly impacted, in a positive direction, knowledge, attitudes and beliefs related to smoking. Evaluations on the content and delivery of the program have also been largely encouraging. What remains to be determined is the degree to which these changes can be sustained over time. This will be the focus of three and six-month posttests.